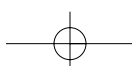
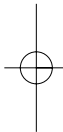
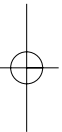


7

Working at NVQ level 3

See overleaf for 'This section covers'



This section covers

Choosing your units

- Unit 1 – Contribute to the management of pupil behaviour
- Unit 2 – Establish and maintain relationships with individual pupils and groups
- Unit 3 – Support pupils during learning activities
- Unit 4 – Review and develop your own professional practice
- Unit 5 – Assist in preparing and maintaining the learning environment
- Unit 6 – Contribute to maintaining pupil records
- Unit 7 – Observe and report on pupil performance
- Unit 8 – Contribute to the planning and evaluation of learning activities
- Unit 9 – Promote pupils' social and emotional development
- Unit 10 – Support the maintenance of pupil safety and security
- Unit 11 – Contribute to the health and well-being of pupils
- Unit 12 – Provide support for bilingual/multilingual pupils
- Unit 13 – Support pupils with communication and interaction difficulties
- Unit 14 – Support pupils with cognition and learning difficulties
- Unit 15 – Support pupils with behavioural, emotional and social development needs
- Unit 16 – Provide support for pupils with sensory and/or physical impairment
- Unit 17 – Support the use of ICT in the classroom
- Unit 18 – Help pupils to develop their literacy skills
- Unit 19 – Help pupils to discover their numeracy skills
- Unit 20 – Help pupils to access the curriculum
- Unit 21 – Support the development and effectiveness of work teams
- Unit 22 – Develop and maintain working relationships with other professionals
- Unit 23 – Liaise effectively with parents

7.1

Choosing your units

In order to achieve NVQ level 3 you must show that you can achieve ten units of competence. Four are mandatory and six are optional. If you have already taken level 2 then this is taken into account as follows. Each of the level 2 mandatory units contributes towards the requirements for two of the level 3 units and four of the optional units are common to both levels and can be carried forward.

Mandatory units

- Contribute to the management of pupil behaviour
- Establish and maintain relationships with individual pupils and groups
- Support pupils during learning activities
- Review and develop your own professional practice

Optional units

(Choose one from each group plus any two others)

Group A

- Assist in preparing and maintaining the learning environment
- Contribute to maintaining pupil records
- Observe and report on pupil performance
- Contribute to the planning and evaluation of learning activities

Group B

- Promote pupils' social and emotional development
- Support the maintenance of pupil safety and security
- Contribute to the health and well-being of pupils
- Provide support for bilingual/multilingual pupils
- Support pupils with communication and interaction difficulties
- Support pupils with cognition and learning difficulties
- Support pupils with behavioural, emotional and social development needs
- Provide support for pupils with sensory and/or physical impairment

Group C

- Support the use of information and communication technology in the classroom
- Help pupils to develop their literacy skills
- Help pupils to develop their numeracy skills
- Help pupils to access the curriculum

Group D

- Support the development and effectiveness of work teams
- Develop and maintain working relationships with other professionals
- Liaise effectively with parents

7.2

Unit 1 – Contribute to the management of pupil behaviour

Status: Contributing to the management of pupil behaviour is a mandatory unit.

What you need to show:

- You promote positive behaviour in line with school policies by using praise and encouragement and act as a role-model for pupils. You respond appropriately to behaviour which conflicts with school policies, either by dealing with it yourself or by reporting it to the appropriate person, usually the teacher.

AREAS OF SCHOOL POLICIES WHICH YOU NEED TO BE AWARE OF:

- | | |
|---|--|
| • behaviour | • bullying |
| • use of language | • treatment of other pupils |
| • movement about the school | • equal opportunities |
| • treatment of adults, including visitors | • use of school facilities and equipment |

WORKING AT NVQ LEVEL 3

- You are fully aware of the school and class rules for behaviour in the classroom and other areas of the school. When you need to remind pupils of how they should be behaving, you do so calmly and clearly, using language they can understand and relate to. You understand the rewards and sanctions that are within your power and those which are within the power of the teacher. You realise the importance of rewarding positive behaviour and the strategies that the school has put in place to do this.
- You implement agreed Behaviour Support Plans (see page 58) and provide feedback to the teacher on how effectively these are working, including any suggestions for how they might be improved. You recognise any risks to yourself or to others during episodes of challenging behaviour by pupils and you report them promptly to the teacher.
- You are aware of the kind of behaviour patterns that might indicate hidden problems, such as child abuse, bullying or substance abuse, and know who to report these to. You understand that stereotypical assumptions about pupils' behaviour relative to their gender, cultural background or disability can limit their development and you absolutely avoid making any such assumptions in your treatment of pupils.

7.3

Unit 2– Establish and maintain relationships with individual pupils and groups

Status: Establishing and maintaining relationships with individual pupils and groups is a mandatory unit.

What you need to show:

- You provide a) individuals and b) groups with the support they need to achieve their learning targets. (See page 73)
- You do this by understanding what pupils are learning, how individual children learn and their different styles of learning. You support them as they are learning by taking notice of them, listening to what they say and helping. You're aware of how pupils interact with you and you know how to modify your behaviour towards them if it proves necessary. You also know when to report a problem to the teacher.

*Definition***LEARNING TARGETS**

Learning targets can be to do with the curriculum (see page 38), pupils' behaviour or their emotional development. The teacher sets targets for all the pupils in his or her class. Pupils with Individual Education Plans or Behaviour Support Plans (see page 58) will have been given specific targets of their own. The government also sets national targets.

- You can work with a group, leading them, prompting and encouraging them. You understand that a group has its own ways of working and you know how to make it work well. You understand how to balance the needs of an individual against those of the rest of the group and you are completely fair about the amount of time you give to each group member. You think about how the group sees you and you are prepared to change the way you work with them if it proves necessary.
- One of the most important skills you need to show for this unit is active listening. This means continually making an effort to understand what the children are saying, how best you can respond and what it means for their development.

**GOVERNMENT'S LEARNING TARGETS FOR
11 YEAR OLDS IN 2002:**

- 80% of pupils reaching level 4 or above in English National Tests
- 75% of pupils reaching level 4 or above in Mathematics

7.4

Unit 3 – Support pupils during learning activities

Status: Supporting pupils during learning activities is a mandatory unit.

What you need to show:

- You support pupils as they carry out learning activities (see page 59). You do this by agreeing with the teacher what the pupils should be doing and what the desired outcome is. You do your best to bring about that outcome. You use whatever learning strategies and whatever materials are appropriate. You're aware of how pupils are developing and you can modify what you're doing to take into account their needs.

Definition

LEARNING STRATEGIES: A learning strategy is an activity designed to help a pupil learn.

Examples of learning strategies:

- instructing
- active listening (see page 73)
- explaining
- questioning
- prompting

- You understand the right amount of assistance to provide, not overdoing things so that pupils are denied the opportunity to make progress on their own, but always providing them with a level of challenge. You help pupils carry out follow-up (or "extension") activities after the teacher has given a whole-class session.
- You promote independent learning by providing pupils with the information, advice and opportunities to make their own decisions about learning. You motivate pupils by allowing them to experience a sense of achievement and helping maintain their confidence and self-esteem. You encourage them to take responsibility for their own learning. You help them to think about what they have learned and to review their own progress.

7.5

Unit 4 – Review and develop your own professional practice

Status: Reviewing and developing your own professional practice is a mandatory unit.

What you need to show:

- You think about the way you work as a professional, recognise the skills and knowledge you need to contribute to the school's performance and you are realistic about how well you do the job. You're always trying to improve on your performance.
- You identify SMART personal development objectives (see page 61) and agree these with those responsible for supporting your professional development. You use the resources available to you to achieve your objectives and take prompt action to deal with any problems which may arise. You regularly review your progress and update your objectives as and when necessary.
- You understand what is meant by good practice and models of performance and you take on board examples of these which the school (or agency or education authority) provides you with.

GOOD PRACTICE

Good practice means a specific example of an individual or an organisation working well. It is used as a model for others in that profession to copy. People working in the education world are regularly presented with examples of good practice and expected to follow them in their own work

MODELS OF PERFORMANCE

A model of performance is a set of guidelines for the way a job should be done. The National Occupational Standards for teaching/classroom assistants is the accepted model of how the teaching assistant's job should be done.

- You understand what assessing yourself (self-appraisal) really involves. You listen to what relevant people, especially the teacher, tell you about your work and you take account of what they say, always attempting to match your contribution to what is required of you. You co-operate with those responsible for managing and reviewing your performance and provide them with any information they require about your work and you take an active part in your own development.

7.6

Unit 5 – Assist in preparing and maintaining the learning environment

Status: Assisting in and preparing and maintaining the learning environment is an optional (group A) unit.

What you need to show:

- You work with the teacher to prepare and maintain the learning environment (see page 56). You help get learning materials ready (see page 57), including general classroom items such as pencils and rulers, items specific to a part of the curriculum like paint and written materials such as handouts or worksheets.

RANGE OF MATERIALS COVERED BY THIS UNIT

- general classroom items
 - items specific to a part of the curriculum
 - written materials, e.g. handouts and worksheets
-
- You understand the school's policy on health and safety and you make sure the learning environment is set out safely. You know the location of safety equipment and you report anything missing or any other security concerns to the relevant person, which is usually the teacher but may be someone with specific responsibility for safety.

SAFETY EQUIPMENT

- first aid box
- fire blanket
- emergency exits
- landing mats
- circuit breakers
- fire extinguisher
- emergency alarm
- safety goggles
- cable guards

7.7

Unit 6 – Contribute to maintaining pupil records

Status: Contributing to maintaining pupil records is an optional (group A) unit.

What you need to show:

- You fully understand the record-keeping system in your school, you know which records the teacher expects you to help with, how those records work and what your contribution to them should be. You carry out your part as you are directed, including helping the teacher access, file and store the full range of pupil records, always bearing in mind the need for confidentiality. If you have any concerns about the reliability of what you are doing, you express these to the teacher.

RANGE OF RECORDS COVERED BY THIS UNIT

This unit covers all information about pupils that is recorded and stored by the school, including:

- **attendance records**, e.g. registers
- **activity records**, e.g. records relating to the school's schemes of work, pupils' projects or pupil assignments
- **progress records**, e.g. end of term reports, national test scores, records of out of school activities, such as reports of school trips

WORKING AT NVQ LEVEL 3

- You are aware of the importance of accuracy in record-keeping as well as the need to update records regularly. You make sure that the information you add to records is absolutely accurate and you understand the legal restrictions covering the use of personal information. You comply with the school's policy for storing records securely and you report any potential breaches of security to the appropriate person.

7.8

Unit 7 – Observe and report on pupil performance

Status: Observing and reporting on pupil performance is an optional (group A) unit.

What you need to show:

- You observe pupils in a systematic way in order to gather evidence about their knowledge, understanding and skills so that the teacher can assess the stage of development they have reached. You understand the reasons behind the observation and what it is that the teacher is trying to discover. You carry out your observations in the way directed by the teacher, ensuring that you do not disrupt activities or disturb pupils in the process.

RANGE OF PUPIL SKILLS COVERED BY THIS UNIT

- social and emotional skills, e.g. how pupils relate to others
 - language and communication skills, e.g. reading, use of vocabulary
 - intellectual and cognitive skills, e.g. how they understand and use knowledge
 - physical abilities and skills, e.g. how they handle objects
- You can observe pupils working individually or in groups and you are able to gain their co-operation and develop an effective rapport with them. You are aware of the different levels of pupil development and what might be expected from pupils at different ages. You know how to tailor instructions and requests to suit individual children and you are aware of any special social or cultural circumstances which might affect the observation process.

RANGE OF OBSERVATIONS COVERED BY THIS UNIT

- observing an individual pupil working alone
 - observing an individual pupil working as part of a group
 - observing a group of pupils working together
-
- You are able to make your observations in different formats: for example, filling in a checklist, answering a series of questions or writing a free and unstructured description. Your observations are accurate and unbiased and you can explain or justify them, should this prove necessary. As with all record-keeping you observe school policies about confidentiality.

7.9

Unit 8 – Contribute to the planning and evaluation of learning activities

Status: Contributing to the planning and evaluation of learning activities is an optional (group A) unit.

What you need to show:

- You help the teacher plan learning activities and afterwards you share your views with the teacher about how well those activities worked. You are able to do this because you understand the purpose (learning objectives) of the planned activities and how they relate to the curriculum and to any particular scheme of work being used by the school.

*Definition***SCHEME OF WORK**

A scheme of work is a series of learning activities planned to take place over a set period of time, e.g. a term. It has a set of clearly stated learning objectives which take into account the knowledge, skills and understanding that pupils need to gain at a particular stage in their development. Schools may draw up their own schemes of work or they may use schemes provided by the government or other educational body.

WORKING AT NVQ LEVEL 3

- You understand the relationship between your role and the teacher's role and you are able to meet your responsibilities in supporting the planned learning activities. You take into account how pupils learn, their particular learning styles and any other special circumstances, always bearing in mind the principle of equal opportunities. (See page 19)
- You understand what learning outcomes are expected from the activities and how success is to be measured. You are aware of any gap between the learning objectives and learning outcomes and you offer constructive suggestions about how the activities can be improved.

*Definition***LEARNING OUTCOME**

A learning outcome is the actual result of a learning activity.

7.10

Unit 9 - Promote pupils' social and emotional development

Status: Promoting pupils' social and emotional development is an optional (group B) unit.

What you need to show:

- You help pupils develop relationships with others, develop self-reliance and self-esteem and recognise and deal with emotions. You do this by encouraging them to work co-operatively with others and settle conflicts in an amicable fashion. You remind pupils of their rights and responsibilities and provide them with a role-model by your own behaviour.
- You actively listen to pupils, encouraging them to make their own decisions and take responsibility for their actions by positive reinforcement, recognising and rewarding their attempts to be self-reliant and supporting those efforts in ways that maintain their self-esteem.

*Definition***POSITIVE REINFORCEMENT**

Positive reinforcement means systematically rewarding the kind of behaviour you wish to encourage by praise and recognition.

- You understand how stereotypical assumptions about gender, cultural background or disability can limit pupils' development and you ensure that these do not influence your behaviour. You know what level of self-reliance is expected of pupils at different ages and you understand what is required by school behaviour policies.

SELF-HELP SKILLS WHICH PUPILS NEED TO DEVELOP

- independent learning skills
- decision making
- self-expression
- exercising choice
- problem solving
- general life skills

- You encourage pupils to express their emotions in socially acceptable ways and you deal appropriately with emotional outbursts or negative behaviour such as racism, sexism or physical and verbal abuse. You look out for signs of bullying, child abuse or special educational needs and report any concerns you might have to the teacher, always bearing in mind the requirements of confidentiality.

7.11

Unit 10 – Support the maintenance of pupil safety and security

Status: Supporting the maintenance of pupil safety and security is an optional (group B) unit. This unit also forms part of the requirements for NVQ level 2.

What you need to show:

- You comply with legal requirements and with the school's own requirements for maintaining the safety of everyone in the workplace. In case of a health emergency you summon assistance immediately from a competent person, such as the designated First Aider or a paramedic. You do not take action beyond your own capabilities because this could be much more dangerous than waiting for someone with the appropriate skills, but you provide comfort and support for the individual involved in the health emergency until help arrives.

WORKING AT NVQ LEVEL 3

- You are able to identify risks or hazards to the health and safety of others and do your best to minimise them. A practical example of something that presents a safety hazard might be a pair of scissors. You are aware of the dangers these present to pupils and you use equipment and materials safely and store them away securely afterwards. In the event of breakage or spillage of materials that might be dangerous, you can take appropriate action.
- You understand how the alarm system works and how to set it off, should this prove necessary, and you are familiar with the school's procedures for evacuation in case of fire, bomb scare or the threat of violence. You are also aware of any special cultural, religious or ethnic factors which might have a bearing on the appropriate action to be taken in an emergency.
- You understand the need for security with respect to the school building itself and you follow the correct procedures in dealing with visitors to the school and in allowing pupils in and out. You also ensure that someone in authority knows where you are at all times.

EXAMPLES OF EMERGENCY SITUATIONS

- severe bleeding
- epileptic seizure
- electric shock
- fainting
- burns and scalds
- shock
- falls
- cardiac arrest
- choking

Of course it should be pointed out that you do not have the sole responsibility for the safety of pupils and colleagues. You are part of a team and you are only expected to play your part. However, this does mean being fully aware of what is expected of you in terms of ensuring safety and being able to play your part in dealing with any emergency, should one arise. For the purposes of an NVQ assessment it may be necessary for the school to simulate an emergency situation (e.g. a fire-drill) so that you can demonstrate your competence.

7.12

Unit 11 – Contribute to the health and well-being of pupils

Status: Contributing to the health and well-being of pupils is an optional (group B) unit. This unit also forms part of the requirements for NVQ level 2.

What you need to show:

- You support pupils in adjusting to a new setting such as joining the class in mid-term, starting in a new class at the beginning of the year or re-joining a class after a long absence. You reassure pupils and give them the information they need to settle in to their new environment, e.g. informing them about school rules and routines, explaining where they need to go or which person they need to see. You are aware of any special factors, e.g. care history, home background or EAL (see page 31) which need to be taken into account. You understand the sorts of problems they might encounter when adjusting to a new setting and you know how to recognise signs of distress and respond appropriately.
- You support pupils in maintaining standards of health and hygiene: for example, making sure they wash their hands after using the toilet. You respond to signs of health problems in individuals, such as asthma, or in the whole class, such as head lice. You follow the school policy when reporting and recording health problems, including observing confidentiality. You understand when parents or carers need to be informed of problems and you are aware of the procedures for doing so.
- You are aware of any special factors which need to be taken into account when responding to health problems. These might include an existing medical condition (for example, a pupil might be diabetic) or cultural or religious factors. You respond in a way that is appropriate to the age, stage of development and particular circumstances of the pupil. You understand the school's policy on administering medicines and dealing with communicable diseases and the legal requirements relating to child-protection issues.

WORKING AT NVQ LEVEL 3**EXAMPLES OF HEALTH CARE ISSUES AFFECTING INDIVIDUALS:**

- asthma
- incontinence
- diabetes
- allergies

EXAMPLES OF HEALTH CARE ISSUES AFFECTING THE WHOLE CLASS:

- head lice
- contagious diseases
- worms

7.13**Unit 12 – Provide support for bilingual/multilingual pupils**

Status: Providing support for bilingual/multilingual pupils is an optional (group B) unit.

What you need to show:

- You help pupils whose first language is not English develop their English language skills (or, in Welsh-speaking schools, you help pupils whose first language is not Welsh, develop their Welsh language skills). You do this by supporting speaking, listening and writing in the target language while showing that you value the home language. You obtain up-to-date information about the pupil's home language and culture and you build on his or her experience to help with development in the target language, using praise and rewards to encourage progress.

*Definition***HOME LANGUAGE**

The pupil's first language

TARGET LANGUAGE

The additional language the pupil needs to learn

- You give pupils opportunities to interact using the target language and you show them how to use the language by using it yourself and by using scaffolding techniques. You are aware of the level of language skill that is appropriate for pupils at different ages and you use agreed strategies for introducing new words and developing reading, writing, speaking and listening. You provide feedback to the teacher on the progress that is being made.

Definition

SCAFFOLDING

Scaffolding is a way of talking to pupils that supports and encourages language development, builds vocabulary and supports learning. It uses a variety of techniques, for example, using key words over and over again, saying the same thing in different ways, giving clues to words, e.g. the first syllable.

- You support bilingual/multilingual pupils in accessing the rest of the curriculum, explaining the purpose of learning activities where this is necessary and using all opportunities for language learning. You understand the school's policies on inclusion, equal opportunities, multiculturalism and anti-racism and how these impact on bilingual/multilingual pupils.

7.14

Unit 13 – Support pupils with communication and interaction difficulties

Status: Supporting pupils with communication and interaction difficulties is an optional (group B) unit.

What you need to show:

- You enable pupils with communication and interaction difficulties to participate in learning activities and help them develop relationships with others, including pupils, teachers and other adults, such as speech therapists. You provide feedback to the teacher on their progress and report any problems.

WORKING AT NVQ LEVEL 3

RANGE OF DIFFICULTIES COVERED BY THIS UNIT

- speech and language delay, impairments or disorders
 - autistic spectrum disorder
 - permanent sensory or physical impairment, including deafblindness, deafness and visual impairment
 - moderate, severe or profound learning difficulties.
- You use the most appropriate form of communication, such as sign language or Total Communication approaches. You adapt the room where necessary (e.g. rearranging furniture) and you help them use specialised equipment such as audiological and amplification equipment, low-vision devices or speech synthesisers.

*Definition***TOTAL COMMUNICATION**

Total Communication uses a variety of methods to teach language and communication, including sign language, finger spelling, lip reading, amplification and residual hearing

- You are properly informed about the competence in language and communication of the pupils you work with and about the requirements of the learning activities they are engaged in. You use praise and encouragement to develop pupils' self-esteem and to help them make progress in learning and in their social and emotional development.
- You understand the school's policies on inclusion, language development, equal opportunities and behaviour and how these affect the pupils you work with. You are aware of any Individual Education Plans or Behaviour Support Plans. (See page 58.)

7.15

Unit 14 – Support pupils with cognition and learning difficulties

Status: Supporting pupils with cognition and learning difficulties is an optional (group B) unit.

What you need to show:

- You support pupils with cognition and learning difficulties during learning activities and help them develop effective learning strategies (see page 74). You provide feedback to the teacher on their progress and report any problems.

RANGE OF DIFFICULTIES COVERED BY THIS UNIT

- autistic spectrum disorder
 - permanent sensory or physical impairment, including deafblindness, deafness and visual impairment
 - moderate, severe or profound learning difficulties.
- You understand the range of cognitive and other skills necessary for effective learning and the effects that disabilities can have on these. You are fully aware of the nature of the difficulties faced by the pupils including the impact that medication may have upon them, and you provide individual attention, reassurance and help with learning tasks at a level that is appropriate to their needs, modifying tasks where necessary and with the agreement of the teacher.

COGNITIVE SKILLS

- | | |
|---|---|
| • Language, memory and reasoning skills | • Sequencing and organisational skills |
| • Understanding of number | • Problem solving and concept development |

OTHER SKILLS

- | | |
|---------------------------------|--------------------------------|
| • Gross motor (movement) skills | • Fine motor (movement) skills |
|---------------------------------|--------------------------------|

WORKING AT NVQ LEVEL 3

- You understand the school's policies on inclusion and how this affects the pupils you work with. You are aware of any Individual Education Plans or Behaviour Support Plans (See page 58.)

7.16

Unit 15 – Support pupils with behavioural, emotional and social development needs

Status: Supporting pupils with behavioural, emotional and social development needs is an optional (group B) unit.

What you need to show:

- You help pupils with behavioural, emotional and social development needs develop strategies for managing their behaviour, you support them in developing relationships with others and you assist them in building self-reliance.

RANGE OF PUPILS COVERED IN THIS UNIT

- pupils who are withdrawn or isolated
 - pupils with school phobia
 - pupils who are disturbing and disruptive
 - pupils who are hyperactive and lack concentration
 - pupils with immature social skills
 - pupils whose behaviour is challenging because of other needs
- You are aware of any relevant school policies such as policies on behaviour and inclusion, Individual Education Plans or Behaviour Support Plans (see page 58) and you consistently carry out any behaviour management strategies which have been agreed with the teacher, such as circle time (see page 40). You reward progress in behaviour management and report any problems to the teacher.

Definition

BEHAVIOUR MANAGEMENT STRATEGIES

Principles and procedures agreed by the senior management of the school for promoting positive pupil behaviour. They may relate to individuals, small groups of pupils or whole classes.

- You encourage pupils with behavioural, emotional and social development needs to develop relationships with others and to resolve minor conflicts amicably. You are mindful of the safety of yourself and others in more serious conflicts and you know how and when to use physical restraint to prevent harm. You actively listen to the pupils you work with, encouraging them to take responsibility for their own actions, helping them refocus on class rules after incidents of loss of self-control and supporting them in ways which maintain their self-esteem.

7.17

Unit 16 - Provide support for pupils with sensory and/or physical impairment

Status: Providing support for pupils with sensory and/or physical impairment is an optional (group B) unit.

What you need to show:

- You enable pupils with sensory and/or physical impairment to take part in learning activities and carry out individual learning programmes which have been planned to take into account their learning needs.

RANGE OF PUPILS COVERED BY THIS UNIT

- pupils with various degrees of hearing, visual and physical impairment
- You are fully aware of the nature of the impairment of those pupils you work with and you take the appropriate steps to support them during learning activities, including rearranging the furniture in the classroom if necessary, and helping them use mobility, communication or learning aids. You assist in the planning of learning programmes for the pupils you work with, agreeing learning objectives with the teacher which are achievable and relevant to each pupil, and you feedback to the teacher on the pupils' progress, reporting any problems they encounter.

WORKING AT NVQ LEVEL 3

- You know how to use the appropriate specialist equipment for the pupils you work with, such as auditory, visual or mobility aids, Braille machines or sub-titled video material. You are experienced in the physical management of pupils, including suitable lifting techniques and you are aware of the impact of long-term illness and the effect of medication on pupils.
- You understand the importance of praise and encouragement in helping pupils achieve independence and you are aware of the school's policies and procedures for supporting pupils with sensory and/or physical impairment and how these relate to national and local policies and disability rights.

7.18

Unit 17 – Support the use of information and communication technology in the classroom

Status: Supporting the use of information and communication technology in the classroom is an optional (group C) unit. This unit also forms part of the requirements for NVQ level 2.

What you need to show:

- You are able to set up and operate information and communication technology (ICT) equipment as directed by the teacher and help pupils use it. ICT equipment can include a range of different machines such as overhead projectors, tape-recorders, televisions and video-players as well as computers, scanners and printers.
- You can prepare ICT equipment for use in the classroom. This may include checking on the availability of equipment or booking it, making sure the necessary accessories, such as blank tapes, printer cartridges, etc. are available, reporting any faults or damage to the appropriate person, checking that equipment is switched on and ensuring that any unsafe equipment is not connected to a power source.
- You help pupils develop their ICT skills for example, by giving them an appropriate level of support while they use a computer program. You monitor pupils' use of equipment, making sure they behave safely and intervening promptly if they act in ways that are likely to prove dangerous. You also make sure equipment is left in a safe condition after use and store it away securely if required to do so.

- You know the school's policy on the use of ICT, including the use of the internet and virus controls, you understand how to use the software used in the classroom and what level of ICT skills to expect from the pupils. You know where consumables such as printer cartridges are stored and who to report faults or problems to.

EXAMPLES OF ICT EQUIPMENT

- overhead projectors
- televisions
- radios
- computers
- scanners
- tape-recorders
- video-recorders/players
- CD players
- printers

7.19

Unit 18 – Help pupils to develop their literacy skills

Status: Helping pupils to develop their literacy skills is an optional (group C) unit.

What you need to show:

- You support pupils in whole class, group and individual learning activities to develop the skills of reading, writing, speaking and listening. You use strategies agreed with the teacher to encourage and support pupils in learning new words and understanding the structure of English (or Welsh in Welsh-speaking schools). You discuss with the teacher what your role should be and you provide feedback afterwards on pupils' progress. You understand the policies and frameworks for teaching literacy including the relevant part of the National Curriculum (see page 38) and the National Literacy Strategy (see page 41).
- You help them to read with confidence and fluency using graphic, phonic, grammatical and contextual strategies.

WORKING AT NVQ LEVEL 3**STRATEGIES FOR READING**

- | | |
|---------------|--|
| • phonic | recognising letter sounds (see page 43) |
| • graphic | recognising letter shapes |
| • grammatical | working out meaning from the grammar of a sentence |
| • contextual | working out meaning from the context of a sentence |

- You use methods agreed with the teacher to encourage and support pupils in developing their writing skills, including guided writing, shared writing and individual writing.

WAYS OF TEACHING WRITING IN THE LITERACY HOUR

- | | |
|-----------------------|---|
| • shared writing | Teacher models the writing process. Pupils watch and are involved in planning and drafting. |
| • guided writing | Pupils are grouped by ability. Teacher works with each group on a carefully chosen task. |
| • independent writing | Pupils write on their own. |

- You provide opportunities for pupils to engage in conversation, discussion and questioning, supporting shy pupils, encouraging them to respond constructively to other pupils' suggestions and responding to pupils' use of home language (see page 84), local accents and dialects in a manner which values cultural diversity and reinforces positive self-images.

7.20**Unit 19 - Help pupils to discover their numeracy skills**

Status: Helping pupils to discover their numeracy skills is an optional (group C) unit.

What you need to show:

- You support pupils in whole class, group and individual learning activities to develop their understanding and use of number, shape, space and measure. You discuss with the teacher what your role should be, use strategies agreed with the teacher and provide feedback afterwards on pupils' progress. You help pupils follow instructions, remind them of points made by the teacher, help them select measuring instruments and other mathematical equipment, question and prompt them, explain and reinforce mathematical language and introduce follow-on tasks.
- You are aware of the policies and frameworks for teaching numeracy including the relevant part of the National Curriculum (see page 38) and the National Numeracy Strategy (see page 44) and the sort of problems that might occur when supporting mathematical development. You use praise and encouragement to maintain pupils' interest in their work, and keep them focused.
- You understand what methods are suitable for helping pupils develop their knowledge of number and you understand the learning outcomes (see page 80) which are required.

LEARNING OUTCOMES RELATING TO THE USE AND UNDERSTANDING OF NUMBER

Pupils should be able to:

- use and apply mathematics in practical tasks
- understand and apply mental calculation strategies and written methods of calculation
- recall number facts
- select and apply efficient calculation strategies to solve problems
- be able to explain methods and reasoning using correct mathematical language
- recognise when it is appropriate to use a calculator and be able to do so effectively
- use and understand different ways of presenting mathematical information

WORKING AT NVQ LEVEL 3**LEARNING OUTCOMES RELATING TO THE USE AND UNDERSTANDING OF SHAPE, SPACE AND MEASURE**

Pupils should be able to:

- use and apply mathematics in practical tasks
 - estimate, measure and compare lengths, masses and capacities
 - read and interpret scales accurately
 - use and understand mathematical language related to shape, space and measure
 - interpret data effectively
 - use and understand different ways of presenting mathematical information
-
- You understand what methods are suitable for helping pupils develop their knowledge of shape, space and measure and you understand the learning outcomes which are required.

7.21**Unit 20 – Help pupils to access the curriculum**

Status: Helping pupils to access the curriculum is an optional (group C) unit.

What you need to show:

- You provide literacy and numeracy support to enable pupils with a statement of special needs or those with specific literacy or numeracy needs to access the whole of the curriculum. You help pupils follow instructions and use resources such as dictionaries or number lines. You explain words, prompt pupils and write or read words for them where necessary.

*Definition***STATEMENT OF SPECIAL NEEDS**

A statement of special needs is issued by a Local Education Authority after a school has referred a pupil to them for assessment. It specifies the special educational provision that a pupil should have and the type of school he or she should attend. Statements must be reviewed every twelve months

- You are aware of the school's procedures for supporting pupils with additional literacy or numeracy needs. You understand the curriculum plans developed by the teacher and the learning objectives for the pupils with whom you work. You know how to obtain and interpret information about pupils' literacy and numeracy skills and you are fully informed about the needs and circumstance of the pupils you support, including any existing Individual Education Plans (see page 58).

Information about statemented pupils or pupils with specific literacy/numeracy needs is provided by:

- the teacher
 - the special needs co-ordinator (see page 31)
 - written records
 - observation of pupils
- You agree the strategies you adopt with the teacher and monitor the pupils' progress, providing feedback to the teacher afterwards. You deal with pupils' problems in literacy or numeracy in ways that maintain their self-esteem, using praise and encouragement to promote pupils' development, and you promptly inform the teacher when the pupil is experiencing learning difficulties that you cannot resolve.

7.22**Unit 21 – Support the development and effectiveness of work teams**

Status: Supporting the development and effectiveness of work teams is an optional (group D) unit.

WORKING AT NVQ LEVEL 3

What you need to show:

- You work with others to support individuals or groups of pupils. You are an effective member of a team, taking an active role, sharing expertise and skills and developing the effectiveness of the whole team.
- You communicate with other team members in a constructive way, listening to them and acknowledging their views, and you keep them properly informed about what you are doing so that another team member could take over your work should that prove necessary.
- You understand the range of different styles people have for interacting and you recognise and value the strengths which each member brings to the whole team. You recognise the sorts of situations where other team members need help and you offer advice to colleagues when they ask for it. You report any issues which cannot be resolved to someone in authority.
- You provide positive feedback on the work of other team members as well as support and encouragement for those undertaking new or difficult tasks. You contribute to any review of the team's work and make useful suggestions about how to improve the team's practice.
- You are aware of the difference between work relationships and personal relationships and you recognise those areas that need to be treated with confidentiality.

7.23**Unit 22 – Develop and maintain working relationships with other professionals**

Status: Developing and maintaining working relationships with other professionals is an optional (group D) unit.

What you need to show:

- You work effectively with other professionals, interacting with them in a manner that promotes trust and confidence. You take part in planning joint actions and provide other professionals with such information and advice as is within the scope of your job. You understand your own role within the school and the roles and responsibilities of other professionals and how they affect your job.

EXAMPLES OF OTHER PROFESSIONALS

- class teacher
 - SEN co-ordinator
 - speech therapist
 - supply staff
 - EMA/E2L teacher
 - educational psychologist
 - other teaching assistants
- You understand the school policy and procedures for making and maintaining contact with professionals outside of the school setting, such as educational psychologists or speech therapists, and the requirements of the school policy on confidentiality.
 - You take any opportunities that are presented to you to observe the work of other professionals and in doing so to develop your own professional practice.

7.24**Unit 23 – Liaise effectively with parents**

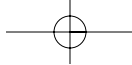
Status: Liaising effectively with parents is an optional (group D) unit.

What you need to show:

- When communicating with parents or carers about children, you encourage positive relations. You use the appropriate names and mode of address and are careful to ensure that the information you give them is agreed with the teacher, complies with the requirements of confidentiality and is phrased in language they are likely to understand. You pass on any information given to you by parents or carers to the appropriate member of staff in the school and you report any problems communicating with parents or carers to the class teacher or other relevant school authority.

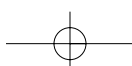
Circumstances in which you may communicate with parents/carers:

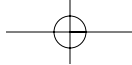
- face to face, e.g. when parents collect children from school
- by telephone
- in writing
- in social settings, e.g. school fetes, multicultural evenings
- outside the school



WORKING AT NVQ LEVEL 3

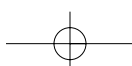
- You understand that there are considerable variations in family values and practices in our society and take this into account when communicating with parents. You appreciate the difficulties that may be faced by parents or carers who come from different cultural backgrounds or whose language is not English and you care for children in ways that have regard for the wishes of parents where these are consistent with school policies and procedures.
- You are aware of the school policy and procedures for parents' access to teaching staff, including the head teacher, and you make sure that a parent's or carer's wish to see a teacher is dealt with appropriately.





8

Case study



CASE STUDY

How long have you been a teaching assistant?

Five years now.

What made you choose a job as a teaching assistant?

I actually worked in the Early Years unit downstairs and I was training to be a Nursery Nurse so I'd been in the school for over two years anyway. Then once I'd finished my Nursery Nurse training one of the key stage one teacher asked me if I wanted to work in her classroom.

What made you decide to work in this field originally?

Children, actually. I'd worked in my daughter's nursery, helping out. I'd done crèche work as well and I thought, "I like doing this. I'd like to do it as a career."

So you like working with children?

Yes, basically that's it. I really enjoy working with children.

What job do you do now?

I'm a key stage 1 teaching assistant. Also ELS which is Early Literacy Support*. And I teach phonics.

What do you most enjoy about your job now?

Working on the ELS programme. It's only been running in this authority for a year now and I'm on the second year. You work with middle-ability children, just to give them confidence in their reading, writing and putting pen to paper basically. So that they can take that back to the classroom.

When you first started the job did you know what phonics were?

No, I didn't actually. I was put on this programme by the school. I went for training at the PDC (professional development centre) once a week sometimes during the day and sometimes they would come into the school at about four o'clock.

That meant you had to stay after school?

Yes, but it was something I chose to do because I knew I would benefit from it later on.

What do you find most difficult about your job?

It's quite demanding. I think teachers do expect a lot because when I'm not in the classroom because I've gone on a training course on that particular day or I've gone out with children, they do miss you. You do know because when you come back they actually come up to you and say, I've really missed you. Even children miss you as well.

What do you think is the most important part of your job?

There's a lot that's important. I think what I call "oiling" is very important.

What do you mean by that?

It's encouragement, I suppose. You're on the carpet with the children. The teacher's sitting in front of you and you're alongside the children. So if the teacher asks a question and you know that child knows the answer, that's when the oiling takes place. You don't actually give the child the answer but what you say is, "I know you know that," and then you can say to the teacher, "Conor knows that," and maybe the teacher might look over and say, "Conor, what is it?" and Conor will answer. So it's lots of encouragement and "put your hands up" because you tend to get the shy children who stay at the back of the classroom and if you're at the back of the classroom with those shy children, you get progress.

Are you ever involved in planning?

I can be. The teacher does a lot of the planning. She'll tell me what table to work with and who to work with but because I'm a qualified TA, I basically know what to do, anyway. But I will go in with the teacher once a week and we will talk about planning and what's going to happen the following week or the next day. That's on a Wednesday morning.

What sort of things do you get involved in during the Literacy Hour?

During the Literacy Hour we listen to a story first. Then after that we sit down and I work with the lower-ability children and help them to write their stories. They have to tell me what they're going to write about. I might write it down for them on a white board so that I've got each child's sentence, so that they can remember because not all children can remember and then we go back to it and then they have to write it.

What about the Numeracy Hour?

The Numeracy Hour is very similar. Again the children sit on the carpet. The teacher explains the lesson plan to the children and goes over it on the board. Then the children go back to their tables and again I work with the lower-ability children to help them with their numeracy. For example, we've done measuring. They were learning about widths and lengths and estimation and that was quite hard for them. So what we actually did was, we had paper clips and the children would measure something with a paper clip - say measure the width and count how many paper clips. That's how we introduce it, by doing it that way because tape measures are too difficult for the low-ability children. So what I would say to the child is, "We're going to measure the width of this table. What do you think we need to do first?" And the child says, "Get the paper clips." And I say, "That's right. So get your paper clips and bring them back to me and then you can measure the desk." Then they get their pointer

CASE STUDY

finger, which is their guidance, and they have to count with their finger. They have to push the paper clips away because you get lots of children who go, "one two three" and then they're at the end so we get them to touch the paper clips with their pointed fingers and push them away. That way we know they're doing correct counting. So we take them through the task step by step. And like you do in reading, if a child makes a mistake you reread, well the same happens in numeracy. If they make a mistake you get them to recount. You might say, "I think you've missed one. Try again." So it's all encouragement and not putting the child down. Lots of it is phrases like, "Brilliant. You've done well. Excellent." Lots and lots of praise.

Do you ever get involved with parents?

Yes, I do with my ELS programme. It's part of the programme. The parents come to the school. We send a letter out and the parents come in. They have to know that this is important for their children and why they've been picked for the programme and they have to work at home with their children. They also get a tick list so that I know the child is actually doing the work at home. If the child misses a few sessions then they get a warning. If they carry on missing then the child has to come off the programme.

Did you receive training to deliver the Early Literacy Support programme?

Yes, at the PDC (Professional Development Centre). And that's still going on. I went back today and I'll be going back again next month.

Do you run the scheme on your own?

Yes.

Could you describe a typical day?

The children come in, they sit down. Numeracy is our first lesson, so we sit and do numeracy, then literacy for an hour. I could be photocopying for the teacher as well as reading with the children. I'm a First Aider as well so when children go out to play I'm on First Aid duty. And if a child wets himself or herself, I have to see to that child as well. That's part of my duty. If a child bumps their head they have to come and see me. I give the child a bump letter. If it's serious then I ring home and let the parents know that the child's had an accident. I have an hour off at lunchtime. Then in the afternoon I do my phonics with key stage 2 children. This is an extra lesson for children in key stage 2 who don't quite know their sounds. It's a booster so that they can work in the classroom with the teacher. I do that until ten past two. That's two groups, one from half past one until ten to two and the next from ten to two until ten past. After that I come back to do my regular TA job which could be reading with children or any jobs that the teacher needs me to do. Or I might do jobs for the deputy head or the head. Letters might have to be sent out and I might have to go round and give them out to the classes.

How do you deal with conflicts and anti-social behaviour?

I don't really get a lot of it, to be honest. I've got a lovely class at the moment. I listen to both sides of the story and I make them apologise. But if it carries on - though I haven't had to do it this year - I keep them in and they have to sit outside the office. It's usually only for five minutes until they've learnt their lesson.

You have the power to do that?

Yes. Because sometimes the teacher doesn't always see a conflict in the classroom. That's where another set of eyes is important to have in the classroom because the teacher could be working with a group of children and John or Terry poke each other with a pencil. If it's really serious, they have to go and see the head. I would take them down to see the head and the head would talk to them.

Is there ever any friction between you and the teacher about this?

No, never. I've never ever had any friction with the teachers. I've always got on with the teachers. I never, ever step on the teacher's toes. I would always ask first.

Do you feel that you're valued?

Oh definitely, yes, because if you're not in the classroom the teacher will actually say, "Gosh we missed you." And that's nice. I've been out on a trip for the last two days and I normally work with year one children and even they tell me, "We never saw you yesterday. Where were you? We really missed you." And it's so nice because you're loved in that classroom by those children. They don't see me as a threat so if they need to come and talk to me, or if the teacher's too busy to deal with the situation then I'm there.

Do you think they see you differently from the teacher?

I think so, yes. Because I'm a parent as well and perhaps I can see it from a child's point of view. I come down to the child's level. I don't shout at them. I never shout at the children but you have to come down to the child's level. Shouting doesn't get you anywhere. You have to talk to that child. And this is what I actually do.

So what would be your advice to someone starting as a teaching assistant?

My advice would be to get some experience in a school, even if it's only coming in reading, just to get the layout of a school because it might not suit everybody. You can't just jump in. And then get some training because if you just come into the school without any training you will not know how to deal with the situations that arise and the teacher will not have any confidence in you. I think training is the most important thing.

** The Early Literacy Support scheme is a government programme for children identified as needing additional literacy support. Teaching assistants who take part are given special training.*